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ABSTRACT

The 120 resolutions of the 1970 national convention platform of the National Organization for Women were paraphrased to form items for the nine subscales of the Attitudes Toward Feminist Issues Scale. Subjects were 61 introductory women's studies students and 44 introductory psychology students. The attitudes Toward Feminist Issues Scale was given to both groups on the first day of class and at the end of the course three months later. For the precourse administration of the Attitudes Toward Feminist Issues Scale women's studies students responded with a more liberal feminist position than introductory psychology students and women students responded with a more liberal feminist position than men. Pearson product-moment correlation coefficients were computed to determine the test-retest reliability of subscale scores and total score from the precourse and postcourse administrations of the scale to the introductory psychology students. The observed correlation coefficients for all subscale scores and the total score were significantly different than zero. The students' subscale scores and total score on the Attitudes Toward Feminist Issues Scale were submitted to a three-factor analysis of variance. The two independent groups factors were student sex and course type. The repeated measure factor was precourse-postcourse administration of the scale. (Author)

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The Attitudes Toward Feminist Issues Scale: A Validation Study

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Abstract

The 120 resolutions of the 1970 national convention platform of the National Organization for Women were paraphrased to form items for the nine subscales of the Attitudes Toward Feminist Issues Scale. Subjects were 61 introductory women's studies students and 44 introductory psychology students. The Attitudes Toward Feminist Issues Scale was given to both groups on the first day of class and at the end of the course three months later. For the precourse administration of the Attitudes Toward Feminist Issues Scale women's studies students responded with a more liberal feminist position than introductory psychology students and women students responded with a more liberal feminist position than men. Pearson product-moment correlation coefficients were computed to determine the test-retest reliability of subscale scores and total score from the precourse and postcourse administrations of the scale to the introductory psychology students. The observed correlation coefficients for all subscale scores and the total score were significantly different than zero. The students' subscale scores and total score on the Attitudes Toward Feminist Issues Scale were submitted to a three-factor analysis of variance. The two independent groups factors were student sex and course type. The repeated measure factor was precourse, postcourse administration of the scale.

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The Attitudes Toward Feminist Issues Scale: A Validation Study

What are Feminist Issues? What attitudes are consistent with the women's movement?

While many studies have tried to show general attitudes toward the women's movement, very little has been done to measure attitudes toward the individual issues that are identified with women's liberation. Different levels of support of individual issues may be found in the platforms of various feminist groups that vary from the radical wing, such as the Red Stockings, to more moderate organizations such as the National Organization for Women (NOW), and conservative groups represented by the American Association of University Women or the Business and Professional Women's Association.

Data on professional women (Astin, 1969) and college students (Cancian, Note 2) indicated changes in attitudes of women toward their roles. Mason and Bumpass (Note 3) reported that women from other groups showed a persistence of traditional attitudes toward sex roles. Conflicting results on specific sex role traits are illustrated by the literature on need achievement (Alper, 1974) which indicates a need to separate out the complexities of the attitudes of the particular groups into the specific issues to be researched.

A number of instruments have been developed in the last three years to measure attitudes toward feminism. The Attitudes toward Women Scale (AWS)

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by Spence and Helmreich (1972) was perhaps the first of the new scales about women's roles published for clinical use. It contained 55 items, each with four response alternatives, measuring vocational, educational, and intellectual roles of women, freedom and independence, dating, courtship and etiquette, sexual behavior, and marital relationships and obligations. The scale was based primarily on the Kirkpatrick Belief-Pattern Scale for Measuring Attitudes toward Feminism (Kirkpatrick, 1936). The AWS, however, purposely eliminated specific roles for women that would not apply to men. Therefore, attitudes toward abortion and legal issues subject to change were not included.

The three main factors that emerged from the image factor analysis of the items for males were: masculine superiority, equality of educational and vocational opportunity for women, and social-sexual relationships between men and women. Only two major factors emerged for women. The first factor was a large global factor describing the attributes of the conventional woman in her relationship to men; the second factor referred to the equality of educational and vocational opportunity as well as ability for men and women.

A short (25-item) version of the Attitudes toward Women Scale was developed by Spence, Helmreich, and Stapp (1973). A principal axis factor analysis indicated a unifactorial scale. The first unrotated factor accounted for 67.7% of the variance for females and 69.2% of the variance for males.

Dempewolff (1974a) also developed a scale based on items from the Kirkpatrick scale. The intent of the Dempewolff scale was to find a

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homogeneous group of items that would measure a unidimensional concept, attitude toward feminism. It differed from the Attitudes toward Women Scale by focussing on tenents of the women's movement. This 56-item scale was validated on college students from various subgroups (Dempewolff, 1974b) with the more feminist and more liberal groups significantly higher in the feminist direction. When the 56-item scale was factor analyzed, a global factor of feminism was attained.

The five scales found by Kaplan and Goldman (1973) when analyzing Hawley's (1972) questionnaire on attitudes toward women's role in society were women as partner, ingenue, homemaker, competitor, and knower. Female respondents perceived more dissimilarity between average man and average woman than did the male respondents. As in other instruments, the scale scores of the different dimensions were highly intercorrelated, indicating a general factor.

Anderson and Jacobson (Note 1) were concerned with one dimension of a feminist attitude, beliefs about equal rights for men and women. Their scale was based on the research by Bem (1974) that indicates that masculinity and femininity are two dimensions which are not necessarily mutually exclusive. The test had a very low correlation (.14) with the Attitudes toward Women Scale. Using their instrument Anderson and Jacobson found that females demonstrated greater beliefs about equality than males and older females had greater beliefs in equality than younger females. No significant effects were found for family income of parents, religion, geographic area of hometown, marital status, or working status of the mother. Members of two southern chapters of the National Organization

for Women were significantly higher on the scale than other groups.

A scale based on a semantic differential (Rosenkrantz, Broverman, & Broverman, 1968) has successfully demonstrated differences between perceptions of personality traits of women and men in various groups and has been used as a basis to provide data on stereotyping in diverse populations. Peters (Note 4) found significant stereotyping of college students using the scale. When women were compared to men, raters gave more traditional traits to women. Similar results were also found by Steinmann and Fox (1966) using their own questionnaire to measure self perceptions of females. When they asked women to rate what they perceived men's attitudes toward women's roles to be, women's perceptions were inaccurate. Men tended to rate their ideal women as less traditional than the women believed they would.

It was the purpose of this study to develop and validate an instrument to measure attitudes toward the specific issues on women's rights that have been raised by feminist groups.

Method

The instrument that was developed for this study was entitled the Attitudes Toward Feminist Issues Scale. One hundred twenty statements were paraphrased from the resolutions of the 1970 national convention platform of NOW, the largest feminist organization in the United States, to form the Attitudes Toward Feminist Issues Scale (ATFI Scale). The items measured attitudes toward nine issues identified with the women's liberation movement. These issues formed the nine subscales of the ATFI which are: human reproduction, child care, politics and legislation,

employment, overcoming self-denigration, marriage and family, consciousness-raising in media, religion, and education. All the items were written to reflect the positive feminist direction.

Subjects were 61 introductory women's studies students and 44 introductory psychology students. The ATFI Scale was given to both groups on the first day of class before any material was discussed. At the end of the course, three months later, the students were retested on the same instrument with no further instructions. The subjects were asked to indicate their agreement with each item on a five-category scale from strongly agree to strongly disagree. A low numeric scale value indicated a liberal feminist position while a high numeric value indicated a conservative feminist position.

The .05 level of significance was chosen for this study.

Results

The intercorrelations among the subscale scores and total score on the precourse administration of the Attitudes Toward Feminist Issues Scale for the introductory psychology and women's studies students are shown in Table 1 along with means, standard deviations, Cronbach's reliabilities, results of *t*-tests comparing means, and test-retest reliability coefficients. The means of introductory psychology and women's studies students on subscale scores and the total score were compared using a one-tailed *t*-test. The

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Insert Table 1 about here

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difference between means for the two groups was significant for all sub-

scales and for the total score. In all cases, the women's studies students responded with a more liberal feminist position than the introductory psychology students.

Pearson product-moment correlation coefficients were computed to determine the test-retest reliability for subscale scores and the total score using the data from the precourse and postcourse administrations of the Attitudes Toward Feminist Issues Scale to the introductory psychology students. The t-test was employed to test the hypothesis that the population correlation coefficients for the subscale scores and the total score were some value other than zero. The observed correlation coefficients for all subscale scores and the total score were significantly different than zero.

Intercorrelations among the subscale scores and total score on the precourse administration of the Attitudes Toward Feminist Issues Scale for males and females are shown in Table 2 along with means, standard deviations, Cronbach's reliabilities, and results of t-tests comparing means. The means of men and women students on subscale scores and the total score were compared using a one-tailed t-test. The difference between means for the two

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Insert Table 2 about here

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groups was significant for the total score and for all subscale scores except subscale 2, child care. In all cases, women students responded with a more liberal feminist position than men.

Table 3 presents the intercorrelations among the subscale scores and total score for the total sample from the precourse administration of the Attitudes Toward Feminist Issues Scale. Also reported are means, standard

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deviations, and Cronbach's reliabilities for subscale scores and the total score. The results of an image factor analysis of the intercorrelations among subscale scores and varimax rotation are reported in Table 4. The

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Insert Table 3 about here

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factor analysis indicates that the ATFI is one-factor, unidimensional scale.

Insert Table 4 about here

The students' subscale scores and total score on the ATFI Scale were each submitted to a three-factor analysis of variance in which there were repeated measures on one of the three factors. (Winer, 1971) The two independent groups factors were student sex and course type. The repeated measure factor was precour , postcourse administration of the ATFI Scale.

Mean subscale scores and total score on the Attitudes Toward Feminist Issues Scale by student sex course type, and precourse, postcourse administration of the scale are shown in Table 5. The results of the analysis

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Insert Table 5 about here

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of variance for each subscale score and for the total score revealed no statistically significant interaction between student sex, course type,

and precourse, postcourse administration of the scale. Likewise, no significant interactions occurred between student sex and course type or between student sex and precourse, postcourse administration of the scale.

Significant interactions between course type and precourse, postcourse administration of the scale occurred on subscales 3, 4, 6, 7, 8, and the total score. Tests for simple effects revealed that in all cases, for both the precourse and postcourse administrations of the scale, women's studies students responded with a significantly more liberal feminist position than introductory psychology students. Also, women's studies students responded with a significantly more liberal feminist position on the postcourse administration than on the precourse administration of the ATFI for subscales 3, 4, 6, 7, 8, and the total. Mean subscale scores and total score on the ATFI Scale by course type and precourse, postcourse administration of the scale are shown in Table 6.

Insert Table 6 about here

The main effects test for the course type factor showed significant differences between women's studies and introductory psychology students on subscales 1, 2, 5, and 9. On all these subscales the women's studies students responded with a more liberal feminist position than the introductory psychology students.

The main effects test for the student sex factor showed significant differences between men and women students on subscale 5. Women responded

with a more liberal feminist position than men.

The main effects test for the precourse, postcourse administration of the ATFI Scale also showed significant differences on subscale 5. Students responded with a more liberal feminist position on subscale 5 during the postcourse administration than during the precourse administration of the ATFI Scale.

Mean subscale scores and total score on the Attitudes Toward Feminist Issues Scale for males and females, students enrolled in introductory psychology and women's studies courses, and precourse, postcourse administration of the scale are shown in Table 7.

Insert Table 7 about here

Discussion

Several findings emerge from the variety of significant results found in the present study:

1. Consistent with previous studies (Spence & Helmreich, 1972; Spence et al., 1973; Dempewolff, 1974a; Kaplan and Goldman, 1973), a global factor of feminism was found.

2. In general, for the precourse administration of the Attitudes Toward Feminist Issues Scale, women's studies students and women responded with a more liberal feminist position than introductory psychology students and men, respectively. These results were similar to the differences found by Anderson and Jacobson (Note 1) and Dempewolff (1974b).

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3. The test-retest reliability coefficients for the subscale scores and total score were above .70 for all subscales except child care and education. These two subscales require further refinement.

4. From the analysis of variance two significant findings for subscales developed to measure politics and legislation, employment, marriage and family, consciousness-raising in the media, religion, and for the total score were: (a) that women's studies students responded with a more liberal feminist position than introductory psychology students both before and after the course and (b) that women's studies students responded with a more liberal feminist position after the course than before the course. The fact that there were no changes in the introductory psychology students before and after the course indicated high reliability over three months.

5. Main effects tests indicated that women's studies students had more liberal attitudes on human reproduction, child care, overcoming self-denigration, and education than introductory psychology students. For subscale 5, overcoming self-denigration, women were more liberal than men and all students were more liberal during the postcourse administration than during the precourse administration of the scale.

Conclusions and Implications

While some of the subscales of the Attitudes Toward Feminist Issues Scale need further refinement, particularly the ones measuring attitudes toward child care and education, the other subscales appear to be reliable and to differentiate between men and women, women studies and introductory psychology students, and before and after effects of a women's studies

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course. The content validity of the scale has been established on the basis of item construction and construct validity through high internal consistency of the subscales. Development of a shortened, more useable screening instrument is planned, along with a broader based study of the validity and reliability of the total instrument and its subscales.

It is felt that the Attitudes Toward Feminist Issues Scale has potential as a research instrument to screen populations on specific attitudes toward issues relevant to the women's movement. Also, it may be used to measure attitude change over time where there is a presumed impact on self-worth or other feelings about feminist issues.

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Table 1

Matrix of Intercorrelations Among the Subscale Scores and Total Score on the Precourse Administration of the Attitudes Toward Feminist Issues Scale for Introductory Psychology[a] and Women's Studies[b] Students With Means, Standard Deviations, Cronbach α Reliabilities, Results of t-tests Comparing Means, and Test-Retest Reliability Coefficients[c]

	Subscale	No. of Items	1	2	3	4	5	6	7	8	9	Total	Women's Studies (N=61) M	SD	Cronbach α
1.	Human Reproduction[d]	6	(.81)[e]	.55	.40	.59	.57	.58	.54	.41	.38	.65	8.36	2.68	.71
2.	Child Care[d]	5	.34	(.61)[e]	.50	.63	.55	.70	.58	.56	.27	.68	9.54	4.22	.83
3.	Politics and Legislation[d]	16	.33	.39	(.85)[e]	.78	.73	.58	.71	.64	.57	.84	26.15	8.64	.90
4.	Employment[d]	15	.30	.38	.75	(.71)[e]	.66	.68	.68	.72	.42	.81	28.59	7.88	.82
5.	Overcoming Self-Denigration[d]	8	.22	.30	.64	.71	(.81)[e]	.68	.82	.58	.46	.83	14.10	5.47	.91
6.	Marriage and Family[d]	17	.33	.51	.70	.68	.61	(.80)[e]	.68	.74	.44	.86	35.97	10.62	.87
7.	Consciousness-Raising in Media[d]	12	.22	.41	.63	.67	.77	.75	(.78)[e]	.63	.45	.85	25.10	9.33	.93
8.	Religion[d]	11	.28	.23	.56	.61	.61	.66	.72	(.81)[e]	.49	.82	21.72	8.22	.90
9.	Education[d]	30	.12	.28	.36	.51	.37	.45	.19	.32	(.47)[e]	.69	40.03	12.40	.95
	Total[d] Introductory Psychology (N=44)	120	.39	.52	.80	.86	.77	.86	.76	.74	.70	(.80)[e]	208.54	56.06	.98
M			11.41	12.14	35.39	35.70	21.52	49.11	34.91	29.73	57.57	287.98			
SD			4.02	3.78	8.76	6.65	4.73	8.75	7.69	6.54	18.12	50.78			
Cronbach α			.76	.85	.97	.81	.84	.95	.89	.88	.95	.97			

[a]The lower left triangle contains intercorrelations among the subscale scores and total score for the introductory psychology students.

[b]The upper right triangle contains intercorrelations among the subscale scores and total score for the women's studies students.

[c]Parenthesized values in the diagonal of the intercorrelation matrix are the test-retest reliabilities based on the precourse and postcourse administrations of the scale to the introductory psychology students (N=36).

[d]The difference between means for introductory psychology and women's studies students was significant at the .05 level of significance.

[e]The observed correlation coefficient was significantly different than zero at the .05 level of significance.

Table 2

Matrix of Intercorrelations Among the Subscale Scores and Total Score on the Precourse Administration of the Attitudes Toward Feminist Issues Scale for Males[a] and Females[b] With Means, Standard Deviations, Cronbach α Reliabilities, and Results of *t*-tests Comparing Means

	Subscale	No. of Items	1	2	3	4	5	6	7	8	9	Total	Females (N=66) M	SD	Cronbach α
1.	Human Reproduction[c]	6		.48	.42	.52	.48	.62	.51	.58	.37	.60	9.17	3.27	.74
2.	Child Care	5	.60		.55	.61	.53	.74	.58	.50	.37	.67	10.17	4.45	.89
3.	Politics and Legislation[c]	16	.49	.53		.76	.78	.71	.79	.76	.62	.86	27.36	8.31	.87
4.	Employment[c]	15	.53	.66	.84		.76	.82	.78	.82	.68	.90	29.55	7.29	.84
5.	Overcoming Self-Denigration[c]	8	.52	.60	.72	.71		.80	.89	.80	.62	.89	16.06	5.82	.91
6.	Marriage and Family[c]	17	.44	.53	.70	.72	.67		.83	.84	.61	.92	39.14	12.10	.92
7.	Consciousness-Raising in Media[c]	12	.46	.56	.71	.75	.81	.61		.83	.54	.89	27.77	9.95	.93
8.	Religion[c]	11	.23	.51	.52	.59	.43	.58	.45		.70	.92	23.41	8.47	.93
9.	Education[c]	30	.34	.38	.50	.36	.44	.51	.34	.20		.80	45.38	16.06	.96
	Total[c]	120	.60	.71	.88	.85	.82	.84	.79	.62	.70		228.00	64.35	.98
	Males (N=36)														
M			10.69	11.36	36.00	35.44	19.92	46.61	32.36	28.44	52.06	272.89			
SD			4.09	3.78	10.50	8.33	6.44	9.36	9.24	7.69	19.10	60.20			
Cronbach α			.78	.77	.91	.84	.92	.83	.92	.79	.97	.98			

[a]The lower left triangle contains intercorrelations among the subscale scores and total score for the males.

[b]The upper right triangle contains intercorrelations among the subscale scores and total score for the females.

[c]The difference between means for males and females was significant at the .05 level of significance.

Table 3

Intercorrelations Among the Subscale Scores and Total Score on the Attitudes Toward Feminist Issues Scale Based on the Precourse Administration Total Sample with Means, Standard Deviations, and Cronbach's Reliabilities

Subscale	No. of Items	Total Sample (N=105) M	SD	Cronbach's	1	2	3	4	5	6	7	8	9
1. Human Reproduction	6	9.64	3.62	.77									
2. Child Care	5	10.63	4.22	.85	.50								
3. Politics and Legislation	16	30.23	9.91	.91	.49	.53							
4. Employment	15	31.57	8.16	.85	.54	.60	.81						
5. Overcoming Self-Denigration	8	17.21	6.33	.92	.53	.53	.78	.75					
6. Marriage and Family	17	41.48	11.80	.90	.57	.67	.72	.75	.77				
7. Consciousness-Raising in Media	12	29.21	9.92	.93	.50	.58	.75	.74	.85	.78			
8. Religion	11	25.11	8.51	.91	.46	.52	.69	.75	.69	.79	.74		
9. Education	30	47.45	17.35	.96	.38	.37	.59	.57	.57	.58	.48	.54	
Total	120	241.83	66.56	.93	.62	.66	.87	.85	.87	.91	.86	.84	.77

Table 4

Unrotated and Rotated Factor Loadings and Communalities from the Image Factor Analysis of the Subscale Scores and Total Score on the Attitudes Toward Feminist Issues Scale Based on the Precourse Administration Total Sample

Subscale	Unrotated Loadings I	II	III	IV	V	Communality h^2	Varimax Rotated Loadings I'	II'	III'	IV'	V'
1. Human Reproduction	-.59	.11	-.03	.08	-.02	.36	.45	.29	.27	-.02	.00
2. Child Care	-.65	.18	-.08	.06	.01	.47	.55	.29	.29	.03	.01
3. Politics and Legislation	-.84	-.06	.10	.02	.01	.72	.42	.55	.49	.00	.04
4. Employment	-.85	.03	.10	.02	.02	.74	.49	.55	.44	.03	.05
5. Overcoming Self-Denigration	-.87	-.11	-.04	.02	-.02	.77	.45	.46	.60	.01	-.01
6. Marriage and Family	-.87	.10	-.04	-.02	-.01	.76	.59	.45	.46	.10	-.02
7. Consciousness-Raising in Media	-.87	-.08	-.09	-.01	.01	.77	.48	.42	.60	.05	.00
8. Religion	-.81	.06	.02	-.08	.01	.67	.49	.48	.43	.14	.01
9. Education	-.62	.02	.13	-.01	-.06	.41	.33	.46	.29	.02	-.03
Eigenvalues	22.79	1.66	1.52	1.25	1.21						
% of Variance	80.4	5.9	5.4	4.4	4.0						

Table 5

Mean Subscale Scores and Total Score on the Attitudes Toward Feminist Issues Scale by Student Sex, Course Type, and Precourse, Postcourse Administration of the Scale

	Females				Males			
	Introductory Psychology (N=20)		Women's Studies (N=20)		Introductory Psychology (N=11)		Women's Studies (N=11)	
Subscale	Precourse	Postcourse	Precourse	Postcourse	Precourse	Postcourse	Precourse	Postcourse
1. Human Reproduction	10.25	9.85	8.55	8.60	12.82	13.82	8.18	8.91
2. Child Care	12.25	12.30	8.60	8.35	12.73	12.00	9.73	9.36
3. Politics and Legislation	32.45	34.40	23.35	21.30	38.45	40.00	27.18	23.55
4. Employment	32.70	36.45	26.15	22.60	39.64	40.09	30.18	25.36
5. Overcoming Self-Denigration	20.50	20.15	13.70	11.05	23.64	22.09	15.55	13.00
6. Marriage and Family	47.70	47.40	35.05	28.45	50.09	47.18	39.00	33.27
7. Consciousness-Raising in Media	34.10	34.90	25.60	19.85	36.91	34.27	26.55	21.27
8. Religion	28.95	30.70	21.00	16.70	29.27	29.00	22.09	19.00
9. Education	55.55	54.15	40.75	32.85	57.73	62.27	38.73	37.09
Total	274.45	280.30	202.75	169.75	301.27	300.73	217.18	190.82

Table 6

Mean Subscale Scores and Total Score on the Attitudes Toward Feminist Issues Scale by Course Type and Precourse, Postcourse Administration of the Scale

Subscale	Introductory Psychology		Women's Studies	
	Precourse	Postcourse	Precourse	Postcourse
1. Human Reproduction	11.16	11.26	8.42	8.71
2. Child Care	12.42	12.19	9.00	8.71
3. Politics and Legislation[a]	34.58	36.39	24.71	22.10
4. Employment[a]	35.16	37.74	27.58	23.58
5. Overcoming Self-Denigration	21.61	20.84	14.35	11.74
6. Marriage and Family[a]	48.55	47.32	36.45	30.16
7. Consciousness-Raising in Media[a]	35.10	34.68	25.94	20.35
8. Religion[a]	29.06	30.10	21.39	17.52
9. Education	56.32	57.03	40.03	34.35
Total[a]	283.97	287.55	207.87	177.23

[a]The interaction between course type and precourse, postcourse administration of the scale was significant at the .05 level of significance.

Table 7

Mean Subscale Scores and Total Score on the Attitudes Toward Feminist Issues Scale For Males and Females, Students Enrolled in Introductory Psychology and Women's Studies, and Precourse, Postcourse Administration of the Scale

Subscale	Males	Females	Introductory Psychology	Women's Studies	Precourse	Postcourse
1. Human Reproduction[a]	10.93	9.31	11.21	8.56	9.79	9.98
2. Child Care[a]	10.95	10.38	12.31	8.85	10.71	10.45
3. Politics and Legislation	32.30	27.88	35.48	23.40	29.65	29.24
4. Employment	33.82	29.48	36.45	25.58	31.37	30.66
5. Overcoming Self-Denigration[b]	18.57	16.35	21.23	13.05	17.98	16.29
6. Marriage and Family	42.39	39.65	47.94	33.31	42.50	38.74
7. Consciousness-Raising in Media	29.75	28.61	34.89	23.15	30.52	27.52
8. Religion	24.84	24.34	29.58	19.45	25.23	23.81
9. Education[a]	48.95	45.83	56.68	37.19	48.18	45.69
Total	252.50	231.81	285.76	192.55	245.92	232.39

[a]The main effect for course type was significant at the .05 level of significance.

[b]The main effects for student sex, course type, and precourse, postcourse administration of the scale were significant at the .05 level of significance.

Appendix

Attitudes Toward Feminist Issues Scale

Directions:

This scale is designed to obtain information about attitudes toward feminist issues. The following statements have some relevance to individual issues that women's rights organizations have supported. Our interest is in the degree and direction of your opinions toward each of these individual statements. We are interested in your attitudes and feelings at this moment. Please do not consider the probability that the laws and practices or your own feelings may change later. Mark your responses on the answer sheet according to the following code:

A - Strongly agree
B - Agree
C - Neutral, neither agree nor disagree
D - Disagree
E - Strongly Disagree

Human Reproduction

1. Limiting one's own reproduction is a basic human right.

2. All public hospitals should offer sterilization to anyone requesting it.

3. All public hospitals should offer abortion to anyone requesting it.

4. Free contraceptives should be available to anyone through public hospitals or clinics.

5. Public funds should be used to develop new methods of contraception which are safer and more convenient.

6. Public funds should be used to develop new methods of sterilization which are safer, easier, and more readily obtainable.

Child Care

7. Society has a responsibility toward all children to insure that they are properly cared for and educated.

8. Government-sponsored child care centers should be available to all.

9. Child care facilities should be freely available to all economic and social groups.

10. Financial support for day care should come from the power structure in labor, industry, and government.

11. The issue of obtaining comprehensive day care for all should become a high priority for politicians and lawmakers.

Politics and Legislation

12. Sex discrimination should be forbidden in employment.

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13. Sex discrimination should be forbidden in education.

14. Sex discrimination should be forbidden in housing.

15. Sex discrimination should be forbidden in public accommodations.

16. Sex discrimination should be forbidden in government services.

17. The legal position of women and men should be equalized in regard to child care responsibilities.

18. The legal position of men and women should be equalized in regard to prostitution.

19. The legal position of women and men should be equalized in all areas.

20. The U.S. Government should not sanction any nation where women do not have the vote.

21. Unions should insure equal rights for women on the job.

22. Unions should insure equal rights for women within their own labor organizations.

23. A distinguished woman should be appointed to fill the next vacancy on the Supreme Court.

24. Women should be included on all levels of political party activity on an equal basis with men.

25. Political parties should seek out and run women candidates who represent women's rights and needs.

26. Passage of legislation to further the case of women's rights is necessary.

27. Women's rights groups should work to support women's rights issues and candidates.

Employment

28. The minimum wage act should cover all female employees.

29. Women should be legally assured equal pay for equal work for female professional, executive, or administrative positions.

30. All laws should be repealed which deny women the same freedoms, conditions, and privileges as men have for borrowing money, owning real estate, and operating businesses.

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31. All restrictive and protective legislation which discriminates against women should be repealed and men should be included in all valid state protective laws.

32. All civil rights laws should contain provisions to eliminate sex discrimination.

33. The Equal Employment Opportunity Commission should be granted the power to enforce antisex discrimination laws.

34. Help wanted ads should not refer to sex.

35. Newspaper offices should be picketed, publishers confronted, and complaints filed with civil rights commissions until newspapers no longer accept or print classified ads which refer only to one sex or which suggest differential treatment of applicants according to sex.

36. Career counseling should be available to all women.

37. Women in business and businesses for women should be encouraged and supported.

38. Government loans and contracts available to minority businesses should be available to businesses run and owned by women.

39. Women should pool their money to form economic co-ops for businesses.

40. The work week should be shortened to open more jobs for women and to allow men more time to spend in the home.

41. If the private economy cannot provide jobs for all women, the public economy must.

42. A guaranteed income should be adopted which would eliminate and prevent extreme poverty for members of either sex.

Overcoming Self-Denigration

43. Women must redirect their anger away from themselves and other women to the discriminatory laws, politics, and attitudes of our society.

44. All women should recognize their sisterhood with other women.

45. Women in our society have been socialized to accept negative stereotypes and labels.

46. The stereotypes and labels which women are socialized to accept in our society must be examined and overcome.

47. All women regardless of age, economic status, race, or religion should recognize that they share many common problems and injustices.

48. Women must learn to trust each other.

49. Skills of communication between women should be developed.

50. Women should be educated in public speaking, organization, sensitivity, and desexigration techniques.

Marriage and Family

51. Marriage should be an equal partnership with shared economic responsibility.

52. Marriage should be an equal partnership with shared household responsibility.

53. Care of children should be shared equally by both spouses.

54. The economic responsibility for the family should be shared proportionately according to income if both partners work outside the home.

55. If only one partner works outside the home, half the income should by law belong to the other partner.

56. Maternal and paternal leaves of absence should be granted by all institutions without prejudice or loss of job security or seniority.

57. A pamphlet covering the legal rights of both partners and divorce and population statistics should be issued with the marriage license.

58. The Social Security law should be altered to provide separate deductions for employed persons and their dependent spouses in recognition of the fact that the employer receives the services of the household spouse as well as the employed person.

59. Full Social Security payments should continue to children regardless of the remarriage of their parents.

60. A dependent spouse should be guaranteed continued social security coverage regardless of the years of marriage or financial arrangements of the divorce.

61. Upon dissolution of a marriage, the dependent spouse should be guaranteed health and accident insurance by the government.

62. The dependent spouse should be guaranteed government-sponsored retraining for re-entry into the job market.

63. Company pension plans should include coverage when desired for widowers and widows.

64. "End of marriage" insurance should be available for purchase to provide a pension, based on years of service, to an economically dependent spouse.

65. The wife should be able to keep her own name or the husband should be able to take his wife's name, and/or there should be the option of both partners choosing a neutral second name to be used also by the children, or the children should use both the wife's and husband's name.

66. A woman's title should be Ms. without differentiation as to marriage.

67. A woman should use her given first name (not her husband's).

Consciousness-Raising in Media

68. Feminist views should receive equal time on TV and radio.

69. Complaints should be filed with the FCC against unfair media representations of women.

70. Commercials emphasizing a positive image of women should be subsidized and aired as public service announcements.

71. Feminist psychologists and writers should be hired by the producers of programs to help the media present a fair picture of women.

72. Awards similar to Oscars or Emmies should be offered for best yearly progress toward eliminating male-female stereotypes.

73. The media should have more women executives.

74. More women should be seen on news and substantive TV programs.

75. Negative consumer pressure should be placed on companies who use ads which are particularly offensive in their treatment of women.

76. Fair coverage of the women's movement should be encouraged and commanded.

77. Newstands should be picketed to urge boycotts of newspapers which are particularly unfair and biased in regard to their coverage of women and the women's rights movement.

78. Sit-ins should be used to produce desirable changes in the treatment of women by the media.

79. Reporters who write articles which are unfair, dishonest, or snickering toward women or the women's movement should receive no further cooperation from women.

Religion

80. Church bodies should restate theological concepts which contribute to a false view of women.

81. The National Council of Churches should give stronger leadership to efforts to eliminate discrimination against women in society and in the life of the church.

82. The rights of women to be ordained should be recognized in all religious bodies.

83. Personnel policies and practices should be developed that will achieve more adequate representation of women at all levels of the executive staff of the National Council of Churches and its affiliated churches.

84. Women should be included in significant numbers among the planners, leaders, speakers, and participants in all religious conferences.

85. Seminaries have doctrines which perpetuate negative stereotypes of women and support male domination of women.

86. Seminaries should initiate women's studies courses which expose church and other social forces that deny women their basic human dignity.

87. Seminaries should actively recruit, enroll, financially aid, and seek equal placement for women as theological students.

88. Seminaries should actively recruit, employ, and justly promote women theologians and other staff in all departments.

89. Churches should not separate help-wanted ads by sexes in their own publications.

90. The Civil Rights Acts should be amended so that religious groups no longer have legal sanction to discriminate on the basis of sex.

Education

91. Prompt action should be taken to insure that all universities and colleges that are federal contractors end discrimination against women.

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92. Female Studies, both curricular and extracurricular, should be established. They should be designed to raise consciousness and expose the biases and ignorance about women, especially in the fields of history, literature, psychology, sociology, and marriage and family.

93. Studies of hiring and other areas of discrimination against women should be instituted.

94. Educational institutions should erase sex discrimination wherever it exists.

Specifically, educational institutions should erase sex discrimination in the following:

95. Admissions
96. Scholarships
97. Fellowships
98. Loans
99. Assistantships
100. Textbooks
101. Guidance counseling
102. Division of students by sex in home economics
103. Division of students by sex in shop courses
104. Division of students by sex in sports
105. Division of students by sex in vocational training
106. Dormitory restrictions
107. Differential conduct on dress codes
108. Part-time attendance policies
109. Policies on marriage, pregnancy, and parenthood of students, faculty, and staff
110. Hiring policies
111. Salaries
112. Tenure rules
113. Nepotism rules
114. Administrative appointments (such as college presidents)
115. Part-time employment policies
116. Provision of role models outside traditional sex role stereotypes
117. Day care for students and employees
118. Availability of library materials in female studies areas
119. Availability of female studies courses, seminars, and colloquia

120. Language must be restructured to reflect a society where women have status equal to men.

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